

DOCUMENT RESUME

ED 141 318

SP 011 182

AUTHOR Barbour, Chandler, Ed.
TITLE Idea Book for Supervisors of Student Teachers.
SPONS AGENCY Towson State Coll., Md.
PUB DATE 76
NOTE 72p.
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Early Childhood Education; *Educational Innovation;
Field Experience Programs; Individualized
Instruction; *Inservice Teacher Education; Parent
Participation; Program Coordination; *Student
Teachers; *Teacher Centers; Teacher Education;
*Teacher Educators; Teaching Experience

ABSTRACT

This booklet is a compilation of articles by educators who are, or have been at one time, coordinators of teacher education centers. The contributions are organized into three sections. The first deals with organizational arrangements in centers. The second section describes innovative ideas that can be used to make centers more effective. In the third section, challenges facing coordinators of teacher centers and suggestions for future improvements are discussed. (JD)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

IDEA BOOK

FOR SUPERVISORS OF STUDENT TEACHERS



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

EDUCATION DIVISION
TOWSON STATE COLLEGE
BALTIMORE, MARYLAND 21204

IDEA BOOK FOR SUPERVISORS OF STUDENT TEACHERS

CONTENTS

	Page
FOREWORD.	iii
PART I - IDEAS FOR CENTER ARRANGEMENTS.	1
1. "Inservice for a Group of Teacher Education Centers"	2
Frank Lyman, Nita Potter and Florence Pritchard, Howard County/University of Maryland College Park Teacher Education Centers	
2. "Initiating an Urban Student Teaching Center".	7
Marilyn Nicholas, Coordinator, Furman L. Templeton/ Towson State College Teacher Education Center	
3. "Collaborative Ideas on Early Childhood Clusters".	11
Nita Barbour, Education Division, University of Maryland, Baltimore County	
4. "How I Live the Role of Teacher Educator".	16
James Sacco, Coordinator, Anne Arundel County/ University of Maryland, Baltimore County, Elementary Teacher Education Centers	
PART II - ATTRACTIVE IDEAS FROM MARYLAND CENTERS.	20
5. "Student Teacher Contracts".	21
C. Keith Martin, Coordinator, Sunset/Towson State College Teacher Education Center	
6. "The Match Game"	26
Edwin Cohen, Coordinator, Northwood/Towson State College Teacher Education Center	
7. "Individualizing Instruction in the Teacher Education Center".	30
Carolyn Troupe, Coordinator, Faulkner Ridge/ Towson State College Teacher Education Center	
8. "Integrating Methods with Student Teaching".	36
D. Ellsworth Boyd, Coordinator, Youth's Benefit/ Towson State College Teacher Education Center	
9. "Beyond the Regular Limits...Or Dear Student Teacher Approaching Urban Education".	38
Milton Velder, Coordinator, Baltimore City/Towson State College Secondary English Teacher Education Center	

10.	"Introductory Skillshops for the Student Teaching Semester". . .	43
	Chandler Barbour, Office of Laboratory Experiences, Towson State College	
PART III - THINGS TO WORK ON...IF A CHALLENGE IS NEEDED		50
11.	"Reaction to Simulation Experience for Student Teachers" . . .	51
	Edward Holmes, Chairperson, Elementary Education, Towson State College	
12.	"Toward Mentally Healthy Groups"	56
	Howard Millman, Education Division, University of Maryland, Baltimore County	
13.	"Video Tape Recordings".	60
	James Binko, Office of Laboratory Experiences, Towson State College	

FOREWORD

During the past several years, I have become familiar with most of the Teacher Education Center programs in the State of Maryland. I know all of the center coordinators personally and have visited most of these fine programs to see the working arrangements and organization.

All of this impresses me and I keep thinking how nice it is to have things like this going on in our State. Then the thought strikes me that not all teacher educators, even coordinators themselves, know what is going on in all places over the State. People should know about the different approaches and ideas but they probably will not find out easily, because there is no regular information exchange.

So, I thought of collecting some of the strategies, schemes and notions and putting them together in handbook form for distribution to people in the State working with center programs and related activities. These perhaps will spur people to compare these with their own program, reflect on the ideas and stimulate questions. Most likely these will precipitate a few arguments when contributors meet.

The people contributing to this pamphlet are now, or have been at one time, coordinators of teacher education centers. The writing is about the things they have done or are now doing and can recommend to others.

No attempt has been made to be comprehensive and the writing style varies considerably since there was no attempt to make sections parallel.

I have made small changes but essentially these papers are the products of our colleagues and in their own words. My role has been largely in suggesting topics and coaxing people to present them. This informality of presentation, I think, makes for interesting reading and more genuineness.

I have arranged the contributions in three sections for the convenience of the reader.

The first section deals with organizational arrangements in centers; the second deals with neat ideas going on now and the third section is on challenges and things that coordinators can work towards.

I am certain each of the contributors will be happy to share more follow up materials with others who request them.

I would like to receive further contributions to be placed in a second volume of this handbook that could be presented in the future. If readers are motivated to share their hot ideas and forward these to me, I shall begin the follow up.

Chandler Barbour

PART I IDEAS FOR CENTER ARRANGEMENTS



IN-SERVICE FOR A GROUP OF TEACHER EDUCATION CENTERS

Frank Lyman

Nita Potter

Florence Pritchard

The In-Service Program in the Howard County/University of Maryland Teacher Education Centers is designed to respond to the expressed needs of the participating teachers and principals in the areas of instruction and supervision. The five major components of the program are: courses; intervisitation, workshops and conferences; consultants; working with undergraduate students; and the coordinator as catalyst. The key concepts, or modes, behind this In-Service Program are personalized self-improvement and teachers teaching teachers. This brief report will deal with the five components of the program as well as with the two "key concepts".

Courses

Each year, cooperating teachers in the Centers are asked to indicate courses they would like to see offered in the Teacher Education Centers the following year. During a recent year we had over 100 teachers involved in five different courses. These were a result of teachers requests and the particular offerings were:

Two courses in Evaluation and Measurement (One an Independent Study in Goal Setting and Evaluation)

One course on Humanistic Teaching

One course on Child Development

One course on Interdisciplinary Curriculum Development

The above courses tended to be "personalized" in that three of the five were at least partly in an independent study mode and a fourth required teachers to develop and evaluate a "humanistic" program in their classrooms. In at least two of the courses teachers were organized in groups to learn

from each other. This is an example of "teachers teaching teachers", the second key mode mentioned above. In two of the four courses high school and elementary teachers were together. Unquestionably the two educational levels have much to learn from each other!

Teachers in the two elementary centers have overwhelmingly chosen the topic "creativity blended with skills", as a theme for the 1974-75 in-service. The University will try to arrange a course with this emphasis. Also, there is considerable interest in learning disabilities, reading, humanistic education, and individualizing instruction. These will be fitting additions to the 21 courses which have been offered in the three University of Maryland Centers in Howard County during the past four years.

Intervisitation, Workshops and Conferences

Teacher participation in workshops and state and national conferences has long been an important component of the Teacher Education Center In-Service Program. Teachers, specialists, and principals have been supported by the University to attend dozens of such functions in subject matter areas, as well as in the area of supervision of student teachers.

In 1973-74, two teachers and a coordinator attended the Association of Teacher Educators convention in Chicago; a media specialist attend a convention at Atlantic City; an S.L.D. teacher attended a conference in Atlanta; two teachers went to Delaware for a reading conference; two teachers attended a math workshop with Dr. Gattegno; five principals received some support for their national convention in California; and approximately 35 teachers attended a March workshop on evaluation of student teachers at U.M.B.C. The mode for these kinds of experiences is primarily "personalized self-improvement", though there is clearly an element involved of "teachers teaching teachers".

Over the past two years Center budget allocations have reflected a growing emphasis on teachers visiting other schools and classrooms in and outside of Howard County. Student teachers have long been known to benefit by exposure to varied models of teaching, and cooperating teachers have shown great interest in widening their horizons in a similar manner. In the past two years, interest in having consultants and attending national conventions has declined in favor of visiting selected schools and classrooms around the state. It is in this area of self-selected visiting of other schools, that the modes of "personalized self-improvement" and "teachers teaching teachers" are both most strongly in operation. In one recent year approximately 130 different teacher visitations were paid for or sponsored by the three Teacher Education Centers. Teachers visited dozens of other school settings and returned to their schools with new insights. Overwhelmingly, they expressed appreciation for what they deemed to be worthwhile opportunities to increase their teaching expertise. Present planning is to promote and support all of the experiences which bring new insights to Center teachers and allow them to share what they know with others. Visiting of other schools allows for the broadest base of participation and perhaps the most personalized in-service possible.

A further example of in-service, in which "personalized self-improvement" and "teachers teaching teachers" were strongly in operation, was our recent "Creativity Workshop" in which 23 teachers voluntarily participated for four sessions. The success of the workshop probably has helped create interest in the topic "Creativity blended (integrated) with skills" for the current year.

Over the years Center schools have requested and benefited from dozens of top quality educational consultants. Consultants have assisted in areas such as reading, mathematics, learning disabilities, programs for the "gifted", individualization, creativity, behavioral modification, social studies, supervision of student teachers and classroom design. Each Center has one or more ongoing consultant who remain with the Center most of the year, as well as the budget allocation to enlist the services of several outside consultants in designated areas of faculty interest. An idea for the future is to have teachers consult for each other, which in certain areas they are uniquely capable of doing.

Working With University Students

Perhaps for many teachers the work with a student teacher or a field service student is the most important in-service experience of all. The teacher must be a model, observe teaching and learning, submit his/her own teaching to analysis, and be exposed to different teaching ideas. Furthermore the situation demands patience, understanding, and insight, or in short, humaneness. Student teachers also carry ideas from one teacher and school to another. Several of the Center schools will now work together with teams of college professors in dealing with a new field program, which will benefit both teachers and professors. At the secondary level, student teaching is now twice as long as before which should make a considerable difference in what cooperating teacher and student teacher can learn from each other.

The Coordinator as Catalyst

The Center coordinator acts as one of the catalysts for the improvement of instruction in the Center schools. At the core of this concept of catalyst is the fact of the availability of the coordinator when teachers and principals have a question or concern. It is the job of the coordinator

to find a response for the question. The coordinator can also initiate improvement in curriculum or technique by asking a question or proposing an idea. Central to the coordinator's effectiveness in this "catalyst" role is his/her credibility with and openness to teachers and principals.

Summary

The tenets of the Howard County/University of Maryland Teacher Education Center In-Service Program are summarized as follows:

1. The objective, of in-service education for teachers, is to improve instruction for children and student teachers.
2. In-service education for teachers ought to be "personalized", that is, should be a response to the needs of each individual teacher.
3. Teachers ought to learn from teachers, since certain insights about teaching are uniquely theirs; since they learn more about teaching by helping others with it; and since being a teacher of teachers and learner from teachers probably improves the self-esteem and skills of all involved.

INITIATING AN URBAN STUDENT TEACHING CENTER

Marilyn Nicholas

Towson State College has developed, with the Furman L. Templeton School of Baltimore, a student teaching center to provide maximum opportunity for training prospective teachers in an urban setting. This was a direct result of the commitment that the two institutions have to train teachers for urban schools.

The Furman L. Templeton School, known throughout the region as "The School of Love", is located in the heart of Region I of Baltimore City School System. It is a new open space elementary school and a model school for the Continuum Program.

Initiating a center involves the full cooperation of the school faculty and staff. The principal and the center coordinator must work as a team to make it possible for the school program and the center program to operate effectively and harmoniously together supporting and enhancing each other. This teaming was beautifully illustrated in the development of the center. The following is a chronology of one center as it evolved during its first year of life.

Twelve student teachers and the fulltime college coordinator were assigned to the center for professional semester experiences. Introduction to the school was a walking tour of the neighborhood where the students visited a community cultural arts center. The director met with the students and discussed the future plans of the Upton community and the

involvement of the community in planning the design and function of the Furman L. Templeton School.

From the beginning of the year, staff members in the Region contributed greatly to the effectiveness of the student teachers' program. A series of seminar meetings was planned with various members of the Region I Staff, which included the Area Superintendent who spoke to the students on the commitment of the teachers in a city school system. The Assistant to the Superintendent spoke about the structure of reorganization in the Baltimore City School System. The role of the "Continuum" and the process of behavior management was presented by the Senior Teachers for the continuum. The Community and Student Affairs Team briefed the group on the community involvement in the school and presented the background of the Regional Advisory Council. The pupil Services Team discussed their roles in providing optional services for the children with special needs while an Early Childhood Specialist discussed the concept of individualizing instruction through teaching by objectives. The Senior Teacher at the Furman L. Templeton School made presentations on curriculum and the new guidelines for Social Studies.

The Parent Liaison worker presented information to the Towson State College students concerning the compensatory education programs "E.S.E.A.", "Title I", and "P.A.C." From this meeting a planned field trip to Towson State College evolved where parents visited the Day Care Centers and had lunch in the College Center. This cemented relations and seemed to reinforce for the school community the identity and relevancy of Towson State College. The parents were proud of their participation in developing a teaching center in their school.

At the beginning of the Fall semester, the school faculty attended a conference planned at Towson State College on specific teaching/learning skills. From these workshops, two in-service meetings were scheduled at the school for working on techniques of questioning.

As each semester progressed, the coordinator arranged for continual evaluation of each student's progress and his interactions in the student teaching program. This was discussed in cooperatively scheduled meetings with the school's staff where input could be made by school personnel. This feature put teacher preparation in the front priorities for school personnel.

As the year progressed, the Towson State College student teachers became a vital part of the faculty and the school community. Many of them initiated after school activities including movement education, modern dance, creative writing, and a charm club. This acceptance of responsibility by the student teachers was valued and reinforced by the school and community.

Some results of this were: the welcome to students to participate in the in-service programs and involvement in planning the school's celebration of it's first anniversary.

The Furman Templeton School became, as the year progressed, a willing host for college activities and visitors. These included; accommodations for student teaching seminars, observations by Early Childhood Education students, Human Relations sessions with other College groups.

College personnel became involved in providing additional services to the school and faculty. Some services were; Center sponsored activities in Language experience programs for first graders, a workshop on question

skills and a Human Relations session for area administrators. The coordinator became a resource to the school giving input to faculty groups on in-service education and recent trends in education.

Provisions were made for the faculty to attend the Spring workshop of the Association of Teacher Educators. The workshop dealt with the role of the cooperating teacher in guiding the student teacher's growth during the student teaching experience.

Mrs. Beulah Caldwell, Principal of the Furman Templeton School, firmly believes and puts into operation her philosophy that the school and its community must be totally committed in efforts to provide the most effective program possible for developing student teachers in the role of the capable teacher. The year's activities are good testimony to her objective and the success of this venture. The Elementary Education Department of Towson State College joins with the Principal and school's staff in this commitment in teacher training programs. The mix was a good one for the center and the school programs were quickly aligned to provide mutual support.

More in-service programs will be provided for the school faculty and the community. And by providing this component, we then can actively participate in the changing of the school climate, help with new curriculum programs and become the vista of excellence that is needed for beginning teachers...and those who are already in the field!

The above series of events is no accident. It should be noted that careful planning and considerable dialog must take place before centers are instituted in Community Schools. With proper considerations and sensitive direction, the programs become complimentary and highly valued by all. This was the case with the "School of Love".

COLLABORATIVE IDEAS ON EARLY CHILDHOOD CLUSTERS

Nita Barbour

The Early Childhood program at UMBC is one that trains personnel to work with the young child in a variety of settings. Since students work in school situations, in day care centers, infant centers, hospitals and with children in home settings, we realized that our center concept could not use a school system as the basis for developing a Center. Instead, we had to take areas near the University and determine if these had the diversity of program for young children and interest in collaboration for mutual improvement of program, training of new teachers and continued training of experienced teachers. Thus, we arrived at "clusters" of educational settings.

Each cluster has a governing board with representatives from the various programs involved. The board identifies the needs and interests of the personnel in the cluster as to in-service training, parent education training, media resources from the University, and research; selects and requests reasonable service from the University; and regulates expenditures of cluster monies. Each cluster also has a coordinator who supervises all students in the cluster and coordinates activities with campus courses.

In order to understand the collaborative nature of the total program, it is necessary to understand the uniqueness of the program and how the program functions in an interrelated way in the field and on campus.

At UMBC the ECE program has a multi-dimension design which includes the three major components or themes of Being, Doing, Knowing. This is a process approach.*

The process seminars or the "Being" component are developed to help students, through group process techniques, maximize their personal growth and development. In these seminars, students are expected to examine feelings, emotions and actions. The clusters play an important part in this process, for as students have to work with a variety of teachers and children, they begin to find out how they act, react and affect others. In connection with this, students are placed in culturally different situations: a deliberate attempt to find differing approaches to child care. Students are forced to question and examine their feelings and reactions to these situations.

Field placement is the "Doing" component. The student is involved from the first helping the teacher in planning and carrying out activities for the children. In the beginning the involvement is with a few children, but before his/her internship, the student begins to plan and carry out involved activities. The University staff and classroom teacher need to collaborate to make the student's involvement successful.

The Knowing component is dealt with in study groups. Here the students study theory, child development and curriculum and at the same time, they are involved with children in the field. They observe children at various stages of emotional, physical, intellectual, and social development and process this in view of what the "experts" have observed or researched about children. As the students study curriculum they observe curricula practices being carried out in various ways in the field. The

*For further information, contact Dr. Nita Barbour, Education Division, UMBC

students also try out and experiment with some of the techniques. Again, a close working relationship has to be established between the field and the University for successful experiences and carry over to take place.

All members of the Early Childhood staff plus the student's cooperating teacher meet with the student to discuss all aspects of the student's development twice each semester. This is a "staffing" conference. The student is asked to assess his/her own progress in process seminar, in study groups and in the field, so that perception of growth is checked with that of the staff. Students are encouraged to examine ways that staff can better provide for their individual learning styles and the cooperating teacher contributes ideas and suggestions. As a result of the staffings, commitments are made by both students and staff for the follow-up period.

Perhaps a description of some of the events with one student, her cooperating teacher and coordinator/supervisor would help to clarify the interaction and collaboration. A pre-experience conference was set up between the teacher, the student and the coordinator. All three established goals for the experience, as well as identifying some specific experiences and commitments on the part of all three. For example, the student was to begin her internship early in the fall so as to help the teacher get the classroom ready for children. Though the student had examined many classroom settings, she felt a need to examine more closely alternative classroom arrangements. Therefore, one session of study group was designed to focus on classroom environment. In another incident, the student became concerned about the interruptions that the children in the reading corner were experiencing because of "traffic flow". With

the teacher's approval the student expressed this concern during the study group sessions. Other students discussed the situation and offered some suggestions. The student and the cooperating teacher experimented with suggestions and found a satisfactory solution.

The student was encouraged and supported in talking about her feelings and actions towards a disruptive child in the process seminar. She then shared this experience with her cooperating teacher. By bringing to surface these feelings, the teacher came to feel that she could get more help in coping with the child. She spoke to her representative on the cluster board about the possibility of a consultant from the University. A consultant observed the child in the classroom and talked with the teachers. By no means was the child's problem resolved by this incident, however, the teacher and the student felt less alone and more strongly supported in their attempts to help the child.

For supervision, the coordinators use a variety of techniques for observing. One technique is to use an Observation Schedule to code various student-teacher, as well as child behaviors. Conferences afterwards with student, cooperating teacher and coordinator are routine. In one instance, the teacher was very encouraged with what she personally learned about the children in her class from the observation and discussion. The teacher felt that much could be gained from some systematic observations done on the children. In consultation with the coordinator, the student and teacher decided that the last two weeks of the student's internship in the classroom would be devoted to the student making systematic observations of various classroom episodes and child behavior patterns. The experience proved so positive that the teacher made a further request to the cluster board for

some in-service training in supervisory techniques including Observation Schedules designed especially for the Early Childhood classroom. A course is being designed as a summer workshop that will have that component.

In our collaboration, we find that this experience brings mutuality in learning. Our ECE students learn from us, then take ideas to the children and teachers at the clusters and bring ideas back to share with us at the University. Also, we both teach and learn as we collaborate in the features of the program. The collaboration serves students, teachers and University staff well, but hopefully is of greatest benefit to the child who is also a magnificent learner and teacher.

HOW I LIVE THE ROLE OF TEACHER EDUCATOR

James M. Sacco

Because I live the life of a school-based teacher educator daily, I want to share with you my perceptions of what I do to prepare teachers for the real world.

The most important task which I must do is to prepare cooperating teachers for their role in the teacher education program. Three basic means are used to achieve this objective. First, periodic meetings are held with the teachers to orient them to the various programs, and to solicit their help in designing them. Second, a series of in-service courses is offered in methods of supervising teacher education students and in analysis and modification of teaching behavior. Third, during the on-going pre-service field work, three-way conferences between Teacher Education Center coordinator, cooperating teacher, and teacher education student are held. Each of these three settings provides me with the opportunity to help the cooperating teacher determine what supervisory style suits him or her best.

Next in importance is the work which I do directly with the teacher education students. This ranges from informal classroom visits and after-school meetings with field experience students (sophomores and juniors) to more formal observations of student teachers and professional semester students. All of the UMBC faculty attempt to move student performance in the direction of explicitly-stated performance objectives. Our cooperating teachers, to a lesser extent, also move toward those goals. And yet the most crucial aspect of my role, as I see it, is to help

students set goals in relation to teaching skills, improving them, and achieving the goals they set. The process of becoming self-directed is a difficult one for most students (and most teacher educators). I have failed miserably with some who insist that I tell them what to do from the first to the sixteenth week. I have succeeded, on the other hand, with some who learn quickly how to set realistic teaching improvement goals and proceed to analyze their own teaching with me in these critical areas.

A third and most difficult responsibility of a teacher education center coordinator is to lead the process of collaborative teacher education program development. I label it "most difficult" because both universities and public schools have a long tradition in America of eyeing each other critically and with suspicion. What I have achieved is the start of the dialogue between methods professors and cooperating teachers, between school and university administrators, and between the consumers of teacher education--the students--and all of the above. The dialogue thus far has resulted in minor modifications--I foresee major changes in the future.

The life I lead as a special breed of teacher educator is, therefore, an interesting and challenging one. At various times, I play the role of:

- 1 - program planner
- 2 - in-service consultant
- 3 - university instructor
- 4 - counselor
- 5 - school system administrator
- 6 - university administrator

But the UMBC program affirms that a collaborative structure for program development is important enough to devote time and effort to it. And, as

I and the public school and university people struggle to collaborate, we are encouraged by the very positive response we get from most of our students. And that assures us that at least we are moving in the right direction.

These are excerpts from an interview which I conducted with a recent graduate of the UMBC Teacher Education Program.

Sacco: I'm trying to help you students in the professional semester program to set goals for yourself and work on goals aimed mainly at your work with the classroom. So...How do you find the process of setting goals and working towards your stated goals?

Answer: Now it is a matter of pretty well putting them into practice. Later on in the professional semester, what I felt that I had acquired the competency in these different areas, then I felt that my next step or my next goal would be just to maybe modify these different methods, maybe as how they would fit in my classroom because every classroom would be a different setting than the class I was working with. It is kind of a gradual building from just learning the methods, to polishing the methods, to kind of revising the methods and now deciding which methods I'm really going to use.

Question: As you think back over all of the experiences; field experience, methods and professional semester, which assignments that you were given were the most valuable?

Answer: Going all the way back to the field experience, the assignments I can remember, I was given one assignment which was just at the end of the field experience, I was required to teach a fifteen minute lesson or segment or whatever you want to call it on some type of area which I had picked. Now, this doesn't sound like too much because in an entire teaching situation you have to teach six hours a day; but what it did for me is--I had a chance to be up in front of the students and try to; I was two years away from teaching, but I still had a chance to get up there and just feel what it is like. Really getting to know the resources in the school. Some of those assignments we had in the methods--devising different packages of science programs the school was working with.

Question: Could you describe the process of participating in team teaching and working with the other professional semester students--and what you learned from that process?

Answer: What I learned was really very good because it was a kind of relationship you had with your teachers and with other student teachers that really brought the entire school to you.

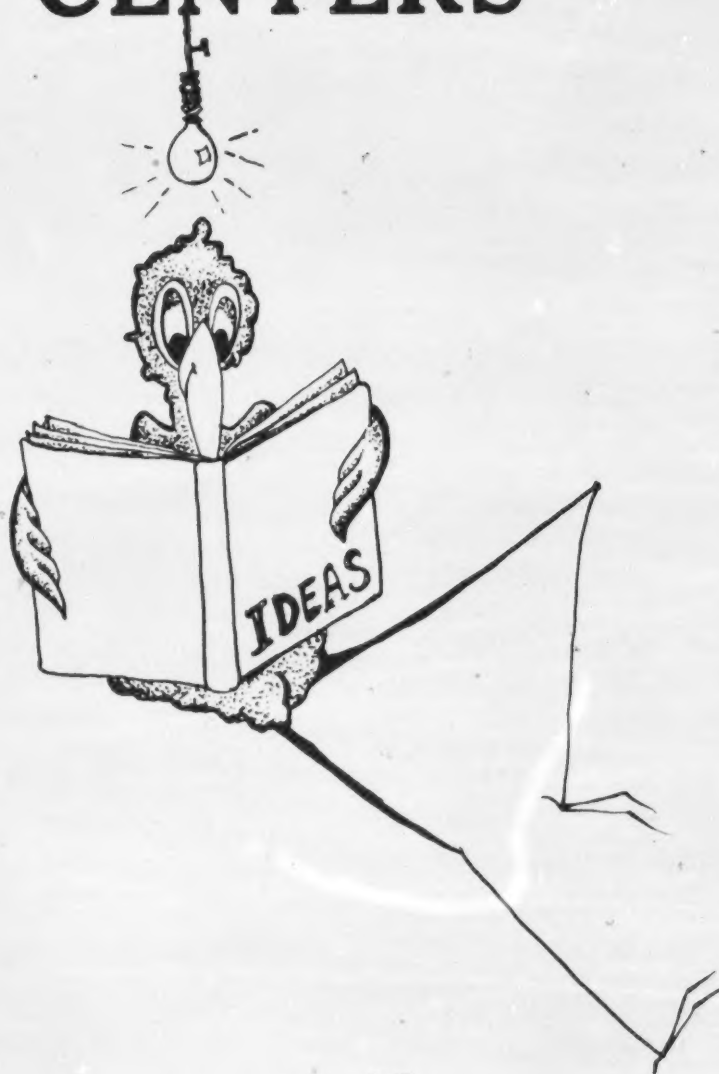
By having the different seminars that we had in professional semester and by having meetings with your teachers and some of the other teachers in the school, you really brought everyone's experiences together and your experience with one another which is probably one of the most beneficial aspects of the professional semester because now you had yourself mostly developed a lot of experiences and a lot of things happened to you. But you also have the other student teachers which you could pull from and many of my ideas that I used with my class when I was student teaching and the class that I have now came from, not from what I developed, but from what some of the other student teachers had tried in their class and worked, and they and we shared these ideas of mine amongst each other and we learned a great deal this way.

Question: We make the initial assumption that an educator is a facilitator, one who provides an environment, structures in subtle ways the environment so that certain learnings are encouraged in that way. Maybe you could talk a little bit about how you saw me as playing my role as a teacher educator.

Answer: Probably the greatest experience I've had with the coordinator or the supervising teachers is that while I was doing something, they picked out--I knew that there was something bothering them, I knew that there were problems, that I had in teaching a certain method of working with children. But as much as I'd draw inside myself and think about it, I could never get it. And soon as I...that is probably why the most beneficial aspects of the coordinators is that they picked out what was...they could see what was the problem and that helped me move along.

Hopefully, this unedited conversation points to the type of programs I have and the objectives it involves.

PART II ATTRACTIVE IDEAS FROM MARYLAND CENTERS



STUDENT TEACHER CONTRACTS

C. Keith Martin

A contract for the student teacher can be a successful approach to delineating the new role and outlining the expectations of a practicum semester. This system has several advantages over other approaches, but some disadvantages also.

As an example of such an approach this article offers a description of the procedures of one college coordinator with the strengths and problems of that procedure included. The compilation of a list of tasks relevant to teaching competence through reference to methods course content, educational research, school program, supervising teachers, and even the student teacher is followed by sequencing the tasks according to points when performance or mastery should be expected. Tasks may also be organized into areas of competence with special effort given to keeping directions simple.

In preparing and implementing a contract procedure for student teachers, the coordinator might consider the following basic steps:

- 1) Compile a list of tasks appropriate for student teacher
- 2) Refine list by consulting resources - people and literature
- 3) Select items appropriate to a particular contract
- 4) Organize items into areas of competence
- 5) Establish standards of competence
- 6) Present contract to student teacher
- 7) Answer questions; make relevant alterations
- 8) Engage in supportive activities during the time covered by the contract
- 9) Hold evaluation conference with each student teacher
- 10) Revise contract for future semesters

A careful introduction to the contract can reduce the almost certain apprehension by stressing that items may need to be negotiated if they prove inappropriate and that an item may be carried over to the next contract if necessary. The contract includes a checklist for recording completion of tasks by the student teacher, supervising teacher, and/or college coordinator. Standards of competence need to be established for the items and shared by the persons assessing the contract. These obviously need to be handled carefully.

The items on the contract are overwhelming at first to the student teacher; steps to minimize this effect include an introduction to assure complete understanding of the contract and to emphasize the prospects of altering the contract to fit specific situations. The first contract is for a brief, limited period of time, perhaps one week, with the time and list of items extended in successive contracts. Three to five contracts would be presented during a normal semester. Of course, both student teacher and supervising teacher have copies of the contract and are asked to discuss means for implementing various contract items and to review progress periodically, a process which is repeated with successive contracts. Experience has shown that once the initial apprehension has diminished, student teachers and supervising teachers appreciate the specificity and the comprehensiveness of the contract. It also brings a sense of accomplishment as items are checked off.

During the implementation of a particular contract, the college coordinator engages in such supportive activities as making necessary revisions to accommodate legitimate needs of student teachers, conferring with supervising teachers or student teachers about progress in fulfilling the contract; and dialoging with supervising teachers about ways to

implement tasks in the daily classroom procedures. Additionally, the coordinator needs to schedule seminar activities, demonstration lessons, school specialists, and other activities required by the contract. Throughout the process, the constant interaction of student teacher, supervising teacher, and coordinator is essential.

An evaluation conference for the student teacher and coordinator is scheduled at the end of the time for completing a contract. The supervising teacher may also be included. If timed to coincide with the next contract, the conference allows the coordinator to note incompleting items and transfer them to the new contract when appropriate, waive them or revise an item to be more appropriate to the new contract. A time of 20 to 30 minutes is usually sufficient for the conference which can begin by asking the student teacher to "review his progress". A spot check of items by questioning the student teacher about success on a task or asking for an explanation of how a task was completed plus evidence of work submitted with the contract and other records provides a fair evaluation of the student teacher's performance. The conference can conclude with the student teacher being asked to summarize his feelings about progress on items on the contract itself. Effort to recognize the good work of the student teacher in completing the contract is supportive of further efforts and success in the classroom.

During the conference the coordinator notes any possible revisions needed in a contract before it is used in future semesters.

Limitations of the contract process for outlining expected performance of student teaching are certainly existant. The process is a time-consuming one that requires an efficient record keeping system by the coordinator. The apprehension of a student teacher about the initial contract generates

many questions and deep feelings by the student teacher which he may be afraid to communicate. The coordinator must be especially responsive to the feelings of student teachers and also supervising teachers about the contract. Verification of successful completion of contract items can be a problem. The specific needs of individuals must be weighed in assessing and altering a contract. The age group of children involved and their abilities may become a problem factor.

The particular strengths of the contract process seem to include motivation for the student teacher, teacher, and coordinator to think in terms of specific learning tasks. The process also offers security to the student teacher in knowing exactly what the requirements are, and through self-kept records the student teacher is provided with more precise knowledge of his progress. The contract, while containing a broad base of common experiences, facilitates flexibility in meeting the individual needs of student teachers. Finally it puts the coordinator in a position of practicing what he preaches about individualizing instruction, performance based objectives, and cooperation among students, teachers, and college faculty.

Exerpts from the first contract and from a later contract are listed below.

First Contract:

- 7) Attend one PTA meeting
- 8) Describe the role of the Reading Resource Teacher
- 9) Examine cumulative and confidential records of a child selected by supervising teacher
- 10) Prepare a list of positive and negative discipline statements used by faculty

- 11) Describe the school community Editor's Note: A tour of the community would be arranged by the coordinator prior to contract evaluation conference

Later Contract:

- 17) For a selected set of skills:
- a) Pretest children's knowledge of skills
 - b) Plan a set of activities to teach skills to those not having mastery
 - c) Implement plans
 - d) Post test children's knowledge of skills
 - e) Using your own or the teacher's recording system indicate pre/post test performance of children for the set of skills
- 18) Participate in unit and team planning conferences
- 19) Demonstrate ability to use effectively a plan book in daily planning
- 20) Set up a skills hierarchy as the initial step in planning a unit of study in some subject area

"THE MATCH GAME"

Edwin Cohen

"I want to work in 2nd grade. They're already able to read. And, anyhow, they're little and won't cause trouble".

"Oh, that's not true. They're just babies. I'd rather have 4th grade. They're past the baby stage but they're not monsters yet. The teacher still means something".

These are the kinds of remarks the college coordinator can expect from students as they meet at the beginning of the student teaching semester. Whatever the reasons, most student teachers already have preconceived ideas about children at various ages and have verified their ideas by (a) looking at younger brothers or sisters, (b) looking at neighbors' children, (c) having had babysitting jobs or (d) remembering their own years in school and the peer group at various development stages. The student teacher in September or February is pretty sure of the "best" age group to teach.

Now, with the above in mind, it becomes the job of the college coordinator to see that the student works in a situation that will be most productive for all concerned - the student teacher, the supervising teacher, and the children in the classroom.

This concern has been one that has been wrestled with a number of times and out of all these wrestling bouts has emerged a strategy that seems to work in matching student teachers with supervising teachers; and, to use a mixed metaphor, with about a 90% batting average at the

present time.

During the first three weeks of each semester we in the center work together on a number of things - "course work", orientation to school and community and individual tutorial time with one or two children. During that time, also, as a group we observe all the teachers who might possibly serve as supervising teachers for the semester. Normally, there are several more than we will need. Usually two short general observations are set up where we look at the children and look at the teacher and try to get a "feel" for the kind of classrooms in which student teachers might work.

The student is constantly thinking to himself, "Is this the kind of situation that I think. . .I can work in?"

All students observe all age and grade levels. About the end of the second week, students must make a selection - not of the supervising teacher, but of two situations in which they will work for two and a half to three days each. They are told (a) the ages or grades selected must be at least two years apart and preferably three, and (b) they must choose one age or grade they are sure they don't want to teach. These two experiences are consecutive with a half day in between to critique the experience.

The supervising teachers know the students are there for only a few days and try to get them involved with individuals or small groups. It is important that the student not observe for the whole time. Active involvement on the part of the student is vital.

These two short experiences serve several purposes:

- (1) they enable the student to gain some first hand experience

with two teachers and two different groups of children.

Many preconceived ideas have changed.

(2) they enable the supervising teacher to gain some brief but valuable knowledge about the possible competencies of two of the student teachers.

In some of the cases, students have been able to say, "Hey, that's not for me". or "That's what I want!"

It also has enabled a supervising teacher to say, "Gee, I'd really like to work with that student". or "Please, Eddy, I really don't feel that's the kind of person I can work with".

Following these two experiences, plus the short general observations, students have one more half-day to re-visit any rooms for a second time. This is done individually but a special "re-visit day" (or half-day) is set aside. The teachers at Northwood have been great in allowing the students to freely come and go during that time.

At the end of the three weeks, the students and I have a decision day. They know they will choose the situation in which they think they are most likely to meet success. If I know any reasons why I feel a student should not choose a particular situation, I will tell that student prior to "decision time".

The reasons for my suggesting they choose a different teacher could be numerous and usually the students are very accepting. We meet. They choose the teaching situation. If more than one student wants the same teacher, we (a) sit down and dialogue and reach an agreement or (b) draw lots. In every semester, no more than one student, if that many, is unsure of the choice.

The student teacher then goes to the supervising teacher for an introduction and the real work begins.

Our method of trying to match supervising teacher and student teacher is not infallible. In a few cases, even though the student makes the choice and feels the responsibility for the choice, things don't work out. Changes have to be made. But the positive aspects far outweigh the few problems.

A word of caution - at all costs, avoid the feeling or idea that this is a popularity contest. Such a feeling can be ego-threatening to the faculty. It is necessary to keep the teaching environment in the foreground and the teacher personality in the background, although we know both play a key part in the student teacher's choices

If one is responsible for his actions, allowing the student this freedom to choose increases his feeling of responsibility. It also means that the student enters the classroom with the usual fears, but also with the feeling that "I know where I'm going. I chose it".

INDIVIDUALIZING INSTRUCTION IN THE TEACHER EDUCATION CENTER

Carolyn Troupe

The rallying cry for change in our educational system is a predictable concomitant of the trend to individualize and personalize the instructional process. While we concede that there are occasions when classroom procedures will be marked by the teacher's interaction with a group of children, it is equally clear that too much of that instruction is an outgrowth of the school's presumptive decisions of "what is good for a child" at a given level of his development. Perhaps the one instructional skill which most greatly affects the outcome of school work is the teacher's skill in providing for the individual learning needs of students and to help in personalizing goals which will satisfy these needs.

It would seem, therefore, that teacher education programs should give high priority to processes which help the pre-service teacher in these areas. To state the obvious, individualization of instruction refers to that type of instruction which is oriented toward the individual learner, even though there may be commonly accepted goals for all children. The critical factors, however, are the provision for "individual pacing" toward realization of such goals and the personalizing of the learning activity through the learner's acceptance of the goals. True individualization, therefore, negates the process of having all children move through the same learning experiences at the same time.

In the teacher education center the young teacher can be a part of a program which will enhance skills in individualizing instruction. Here he interacts with school personnel and his coordinator through a wide range of

exposures which represent the teaching responsibilities for which he is preparing. He has opportunities to prepare instructional objectives by drawing upon his knowledge of child growth and development and by using curriculum materials prepared in connection with teaching the various disciplines. The center experience offers possibilities for many ways of individualizing experiences. Some of these may be administrative in nature such as multi-level or multi-age grouping patterns, pupil teaming, team teaching and continuous progress plans. Our concern here is with instructional and with a particular emphasis upon the use of learning centers.

Inherent in the process of individualizing instruction are the concepts of self-pacing and self-selection. Using learning centers becomes a practical way to implement this concept. A learner may choose to work or not work in a given center and he may also set the pace at which he proceeds through the instructional activities of the center. The school and college personnel working with the pre-service teacher help him to sharpen his skills in conceptualizing and developing interesting, effective, attractive learning centers for the classroom. As a base, a teacher learns how to:

1. diagnose learning needs and understand learning modalities.
2. develop a workable system for recording growth and achievement of children.
3. work at providing creativity in assignments, in task options, in materials, in evaluation procedures.
4. organize the learning area for alternative ways of working.
5. plan appropriate conference times.
6. communicate children's needs and achievements to them and to others who have a right to know.

Whatever his preferred learning modality, a youngster must have reasonable levels of control of basic work skills and attitudes if he is to use learning centers with desirable effectiveness. He must be able to:

1. follow written directions for pencil-and-paper tasks.
2. listen, look, react, as directed, to a tape, a film strip, a single concept loop, a record.
3. master the primary study skills necessary in order to use the central media center to complete assignments.
4. work without constant direction and avoid distractions by activities in which he is not involved.
5. act responsibly with regard to media and materials.
6. feel gratification in achievement and thereby become motivated.

The teacher education center affords a setting in which the pre-service teacher, again in an atmosphere of guidance and support, may learn to develop the complete sub-structure of a learning center. In addition to clearly perceived and succinctly stated objectives, the center must provide a diagnostic procedure (usually a performance test), a series of tasks or activities through which the learner attains the objectives, and an effective evaluation procedure.

As a practical first step in developing a learning center the pre-service teacher becomes familiar with the scope and sequence charts of the particular curriculum area in which he is preparing his center. This helps him to determine the relevance of his projected learning objectives to the child's growth experience. Knowledge of curriculum materials will aid in developing varied tasks, activities, learning options which relate to his own learning style. For example, this could be a beginning:

"This center is about learning to read words that are put together with the word not to make one word. When you finish this center you must

1. tell what a contraction is.
2. make contractions with not and ten different words.
3. find and read five sentences which have a contraction using the word not."

Such a statement of objectives demonstrated clarity and compactness.

The young teacher should now be guided to develop creative, yet meaningful tasks which will help the learner to attain these objectives.

Sometimes it is thought to be more difficult to prepare a learning center which involves concept development. To provide more detailed help for the young teacher in developing learning centers which deal with concepts, let us assume that the class is exploring a unit on ecology and the learning center is designed to develop an understanding of the term "ecosystem". The objectives might require the learner to be able to:

1. write a general definition of the term "ecosystem".
2. tell the difference between a land and a water ecosystem.
3. list some organisms in a land ecosystem and a water ecosystem.

The series of tasks in the center would be designed to help the student meet these objectives. Here are some ideas:

Task I

Place in the center a picture containing varied items of a living and non-living nature. Instruct the learner to categorize the items.

Task II

Direct the learner to appropriate film strips, film loops, records or tapes which contain information about ecosystems. Have him prepare a suitable format for sharing this information.

Task III

Direct the learner to read the newspaper, the news magazines and watch the television news for a period of three weeks. Collect all items which relate to ecology or to the environment. Be sure to provide a forum for sharing this activity.

Task IV

Arrange for children to work in groups or committees to develop a land-based or a water-based ecosystem.

These tasks are purely suggestive. No doubt the young teacher will develop many ideas along many lines, but the sample is intended to show, as stated, how many types of information and many varied experiences are needed in order to formulate a concept.

One of the most important structural elements of a learning center involves evaluation. The learner must be able to determine for himself the degree to which he has attained the objectives. The teacher must also have this knowledge in order to appraise his progress and to plan subsequent learning experiences.

Any comments on the process of individualizing instruction through the use of learning centers is incomplete without a statement emphasizing the need for providing options for the learner. This assumes the "multi-media" and the "multi-modal" aspect of the center itself. The multi-media aspect assumes that learning experiences include a variety of sources and stimulants such as audio and video tapes, movies, slides, film strips, written assignments, physical activities, demonstrations, or reading materials from various sources written at different reading levels. The "multi-modal" facet provides for planned interaction and discussion for the learner with persons who may be sources of information or who may have interests and needs similar to his own. Another mode suggests presentation of material to an audience. Still another possible mode would involve independent study in which the learner interacts with his materials.

It is clear that there are almost limitless possibilities for implementing the instructional program through the use of learning centers.

As we have seen, such use is applicable to the teaching of both skills and concepts. The overriding value, however, lies in the promise and the fact that centers do indeed make possible the individualization of instruction within the bounds of reality and they help us toward the ultimate goal of making learning a truly personalized activity for each child.

INTEGRATING METHODS WITH STUDENT TEACHING

D. Ellsworth Boyd

There was a time not too long ago, when all methods courses for elementary education were taught on the college campus in a routine college classroom atmosphere. Many of these courses were conducted in a lecture-type approach, with the college teacher telling and demonstrating various methods of teaching a particular subject. Some people had problems with this approach and college students never voted these as the best part of a program (when they were taking them or afterward).

Now, in the teaching center concept approach, the college teacher MIGHT still be telling and demonstrating, but the student teachers are afforded an opportunity to incorporate practical approaches in methodology as they go about their regular student teaching at the center.

For instance, in the Youth's Benefit Center in Harford County, Maryland, the college instructor assigns the student teachers a chapter to read about the Directed Reading-Thinking Activity. Meeting the next day in their own room in Youth's Benefit School, the instructor and his student teachers thoroughly discuss the DRTA. Later that day the student teachers confer with their supervising teachers to make plans for teaching a DRTA to a small reading group the next day.

After the student teachers have tried this approach they meet back together with the college instructor to discuss the results of their lessons. This is when the real practical aspects of teaching reading

surface for discussion.

"What do you do when one child finishes reading before the rest?" asks one student. "How do you prevent a child from being embarrassed for giving a wrong answer?" asks another. "How do you keep the children from getting bored?" asks a third. "You probably didn't do enough at the beginning of the lesson to motivate them," suggests a peer. "Wait until I tell everybody what I did for motivation!" exclaims another.

The student teachers gain confidence and poise by actually planning and teaching the lesson, and trying the method they've discussed beforehand. The immediate after-the-lesson discussion is a major benefit too. Student teachers air their problems, share their successes and exchange ideas and materials. "I'm really relieved," said one girl. "I didn't know anybody else was experiencing the same problem I was!"

To discuss a method of teaching is one thing, but to actually put it into practice is another totally new ball game. Student teachers are usually quick to learn that theory and practical application are often strange bedfellows. They also realize that what works for one teacher may not work for another. Most important of all they see individual differences and needs among the children and work toward meeting them.

The old approach of teaching a methods course in a college classroom could be compared to trying to learn to sail without a boat. You can study, memorize and learn every possible tack the boat could make, but none of it means much until you've handled the boat itself. Most college students and teachers agree that there's been much smoother sailing for everybody since the methods courses teamed up with the student teaching centers.

BEYOND THE REGULAR LIMITS...OR
DEAR STUDENT TEACHER APPROACHING URBAN EDUCATION

Milton Velder

"My father just won't allow me to do my student teaching in the city."

"What! Go to the city and be mugged."

"I wouldn't know what to do. I can't understand those kids when they talk."

These are some of the remarks I have heard when students are faced with an assignment to an urban center for their student teaching experience. It is evident that such preconceived ideas as the following exist:

- 1) city schools are lawless "blackboard jungles".
- 2) city students carry knives and are on dope.
- 3) at least one teacher a day is accosted, beaten up, or raped.

The list could go on and on fueled by lurid newspaper accounts and highly exaggerated stories that get distorted by word of mouth accounts. It is no wonder that a student teacher assigned to an urban center frequently begins his job with fear and apprehension.

I have found that before long these fears and apprehensions are allayed and as the term progresses, the student teacher not only learns how to cope with his problems, but also begins to enjoy his work. And by the time the semester is over, the student teacher is thankful for the rich and rewarding experience he has had.

But what has to happen before a student can experience this kind of

reward?

"First, let's get it straight! You are not going into the city to save souls. The youngsters are there to be taught, and they want good teachers. So if you have soul saving in mind, find another group."

This is my usual "spiel" to the student teachers very early in the semester, and it is sincerely meant. The student teacher must quickly learn that the boys and girls facing him daily are there to learn. Parents want them to learn and care about their learning.

If we can get the student teacher to accept these facts - then we begin to work on the kind of learning meaningful to the youngster. It isn't necessarily not wanting to learn that bothers the kids, but not wanting to learn "the junk" that someone has decreed should be part of everyone's heritage.

The student teacher will encounter many obstacles in carrying out the above ideas and will undoubtedly wage many battles with various facets of the established system. In time he will learn to compromise so that he can balance "his own thing" with the prescribed course of study. In the process, he may become worn down and disillusioned and may opt to follow the straight and narrow. This hurdle is one that supervising teachers can help the students teachers overcome by judiciously encouraging them to try what is in the back of their minds.

The student teacher must become all seeing, all hearing, and all willing to know. The all seeing student teacher looks around. What can he see if he really takes the time? It should be obvious that the kids in front of him come in all shapes, all sizes, and varying shades of color. Atypical? No, not at all. But it will take the student teacher a while to realize that. And hey, look at the way they dress -- T-shirts,

rags. Golly, that's what the kids are wearing at that school in the country where I was an assistant! Oh sure, some are better dressed than others. It soon becomes clear that economics plays an important part in the lives of the inner city families! Take a look at levels of income and size of family. Student teachers can be made sensitive to these facts and, at the same time, see that the outer trappings of the urban youngster can be as real and as important to him as they can be to a suburban youngster.

Maybe that urban student won't come to school with as many "school supplies" and home library materials, but here again it is essential that the student see what can reasonably be expected to be a part of the students-bring-with-him -to-class materials. He might be pleasantly surprised.

The all-seeing teacher will also watch the group interactions of the students and become aware of group leaders, pairs of friends, the isolate, the strong and the weak ones. An unusual request of the student teacher? No, not at all. They soon realize that the drives, the needs, the strengths, the weaknesses exist within the city limits as they do beyond the limits. The supervising teacher, the college coordinator, and other school personnel are constantly available to help the student teacher interpret these characteristics.

The all-seeing student teacher will attempt to see all and will become frustrated because "I don't have eyes in back of my head." Patience and time, dear student. Patience and time.

And now that you're all seeing, Stop! What do you hear? Just a bunch of kids talking? Loud! Words that run together -- words that

are funny -- words that don't sound like words -- a jumble you can't understand. You're probably very right. For many of our urban youngsters, there is a real language that exists and functions. To the outsider, as many of our student teachers are, it can be an exclusive language with the student teacher feeling as though he is the excluded one. And then, dear student teacher, you become the all-listening teacher. If ever in your life you were told to "shut up and listen", this is the time. Those kids have the most incredible language, and if you are to make headway, you must do two things:

- 1) really listen to what they're saying and
- 2) when the time is right, ask about the words that don't make sense to you.

When you have developed the trust of the students, they'll think it's pretty cool to share their language with you -- at least some of it. There is no question but that teen-agers of all kinds develop language to exclude the "older generation". Throughout centuries, this has been true and will probably continue to be so.

However, on your own, you can begin to develop a listening dictionary that will soon begin to make sense to you. And a word of caution here, dear student teacher, the language that you are hearing belongs to the students you teach. Unless it is truly a part of your own background, don't try to be "in" by adopting the language. In almost all cases, you'll be pegged a phony and your job becomes more difficult than it need be.

So now, dear student teacher, you've become all-seeing and all-listening. You're sharpening two of those five senses to a much sharper point, much keener than they have ever been.

Which brings us now to the all-willing-to-know aspect of the student teaching semester. With all the growing up we have had, with all the experience we have had, and other types of preparation, we bring much to a class of youngsters. We know a lot and have a lot to impart! But the very wise student teacher in the urban center is even wiser when he becomes the all-willing-to-know student teacher. The boys and girls in the urban classroom, just as we do, bring much to the class. They have much to learn, but they have a great deal to offer. Get them to share and divulge!

For many of us, it means becoming involved with youngsters who seemingly lead a different way of life, who seemingly hold certain priorities and certain values that are different from many that we hold, who seemingly have motivations that don't always seem to fit in the "normal" ones we are led to believe all people should hold. But here, too, the all-willing-to-know student teacher must go into the urban classroom with a mind as open as the open classroom concept. Have goals and standards and knowledge to share. But if you are the all-seeing, all-hearing and all-willing-to-know student in that urban classroom, it will be difficult to discern who is the learner and who is the teacher.

Dear student teacher, the doors of those urban schools open wide to those students who enter with wide-open eyes and ears and they can have even wider horizons for the future of those girls and boys you will be teaching.

INTRODUCTORY SKILLSHOPS FOR THE STUDENT TEACHING SEMESTER

Chandler Barbour

The Office of Laboratory Experiences at Towson State College introduced a series of Skillshops during the first week of the fall semester in 1974. The Skillshops served as a means of orientation for all elementary and selected secondary student teachers before work in Teacher Education Centers, and were so successful that they were reintroduced during the spring 1975 semester to a second group. Plans are to continue this offering or something very similar to it in the coming year.

All programs start student teachers out in some fashion and there are many effective strategies: this presentation is about an innovation in our student teaching program at Towson State College. It is aimed toward practitioners, cooperating teachers and supervisors who are interested in surveying practical ideas and suggestions. (Descriptions of each skillshop and materials used are available at Towson State College, Office of Laboratory Experiences.)

Previous to the introduction of the Skillshops, one faculty member had developed a research study on simulation in which student teachers reacted favorably to their experience, with Cruickshank's Teaching Problems Laboratory. Coordinators who worked with these student teachers felt that the simulation experience was beneficial. Along with the obvious benefits of simulation for orientation purposes, these student teachers appeared to develop a group history unlike other populations. At the conclusion of

that Spring semester, it was decided that a similar kind of experience might be useful for all of the student teachers during subsequent semesters.

Thus some main reasons for development were:

- Holmes study on Simulation as a preservice item.
- Concerns for specific skill acquisition.
- Orientation value that skillshops can have, e.g., group involvement.
- Competencies in teaching.
- A first step into the arena of training-module ideas.
- Faculty development of specialties.
- Stimulation from new approach.

The objectives of the skillshops were to provide experiences that would help student teachers orient themselves. In addition, the skillshops created a group history, whereby student teachers knew one another better and developed more skill in inter-personal relationships. The skillshop topics were selected because of their importance in developing beginning teachers, and to a lesser extent afforded student teachers an opportunity to get to know their coordinators before the rigors of the student teaching experience. The main objectives are:

1. To get a student teaching group and their coordinators working together in a semi-structured situation to improve communication and acquaintanceship. To draw upon the strengths and contributions of others.
2. To focus on some particular teaching skills that need development. These are skills that can be used early in the classroom and will have immediate impact.
3. To demonstrate to students and faculty that skills can be addressed in training sessions. This arrangement can be translated to any number of deficiencies or gaps in the student teacher's work.

4. To orient student teachers and provide a transition from the college classroom to the world of the public school.

All Center coordinators agreed to participate in the development of the skillshops. Four coordinators continued with Simulation activities while two coordinators introduced Contracting and Independent Study. One coordinator and a State Education Department official developed a number of experiences centering around Human Relations and three members presented Questioning skills.

The first week of the fall semester was set aside for the skillshops. Several large rooms in the College Center were utilized for the experience, and audio-visual equipment was set up for use. One hundred and thirty students were divided into four groups, and each group moved through the four activities planned. Two days were given over to the simulation experiences, while the other experiences were each one day in length. (Subsequent skillshops have been on a three day schedule.)

DESCRIPTION OF THE SKILLSHOPS

Questioning:*

*Selected materials from: EFFECTIVE QUESTIONING: ELEMENTARY LEVEL.

A mini-course developed by Far West Laboratory for Educational Research and Development.

Objectives for this skillshop are:

1. To dramatize the importance of good questions.
2. To give an overview of questioning behavior: substance-wise and technique-wise.
3. To develop some skills in questioning via the micro-teaching model.

4. To give enough of the Mini-course so that it can be used effectively by the students in follow-up sessions.

Organization of the day:

1. Overview on questioning. Handouts and motivation on the topic.
2. Exhibit of a training or instructional film. Taking up behaviors of:
Pausing
Handling incorrect responses
Working with Non-Volunteers
3. Adjourn to micro-teaching stations and prepare an episode on the skills.
4. This is followed by a second instructional film with follow through micro-teaching using behaviors of: redirecting and refocusing.
5. Lecture and activity on question hierarchy is done and a summary.

Human Relations:

I. Behavioral Objectives

- A. Each student teacher will be able to give at least 3 practical applications of interpersonal relations for use in the classroom.
- B. Each student will participate in a variety of activities in each of five areas of human relations; he will evaluate the effectiveness of each activity in terms of increasing his self-awareness as well as its value as a classroom activity.

II. Activities

- A. Initiating interpersonal relations (getting to know each other)
- B. Communicating Effectively
 1. Role-playing
 - a.) Roles: Beginning Teacher, Cooperating teacher, and

Observer

- b.) Situations: Nervous teacher, Know-it-all teacher and
Self-depreciating

2. Developing Chart: What did the person do to help or hinder
communication?

C. Building Trust - In dyads

D. Listening Skills

E. Value Clarification

Simulation:*

*Selected materials from: Teaching Problems Laboratory, D. Cruickshank
et al, S.R.A., 1966.

The introductory material is used. Participants also used the
Participant Unit, which consisted of a set of cumulative folders, a
faculty handbook, and a curriculum guide. With this background partici-
pants were exposed to 5 of the 31 critical teaching problems.

The critical teaching problems were:

- 1) Handling the constantly disrupting child - a film presentation.
- 2) Finding appropriate materials for children reading one or more
years below grade level - a written presentation.
- 3) Handling children's aggressive behavior toward one another -
a film presentation.
- 4) Telling parents that their children have serious problems -
a written presentation.
- 5) Not knowing how to deal with children's reading problems -
a film presentation.

Each problem requires participants to react independently through

the use of participant response sheets. After which participants join small groups to discuss their responses with one another. Lastly, participants return to a large group setting to summarize their solutions and alternative solutions to the problems.

Contracting for Independent Study:*

*Selected materials from: Organizing Independent Learning: A Mini-course produced by Far West Laboratory for Educational Research and Development.

Outline of Experiences:

- I. Assessing Student Readiness for Independent Learning
- II. Specifying Learning Objectives
- III. Determining Resources, Tasks, and Deadlines
- IV. Providing Reinforcers
- V. Getting Started with your Students
 - A. Environmental conditions - rules of behavior
 - B. Boundaries and limitations for initiating program
 - C. Helpful hints to contracting

EVALUATION

A reactionnaire was distributed to assess the student teachers' immediate reaction to the experience and after the student teachers were in their Centers approximately ten weeks, they were reassessed with the same instrument for comparative purposes. The Reactionnaire to participants centered on: "Enjoyment factors", "Involvement factors", "Consequence", "Application to teaching" and "Future Use".

Analysis of the reactionnaire revealed that we had very positive responses. The means ranged from a high of 3.7 to a low of 3.2 on a 4 point scale. Two months later the reactions were still very positive and

consistent.

Details from the unsolicited student teacher responses that are noteworthy:

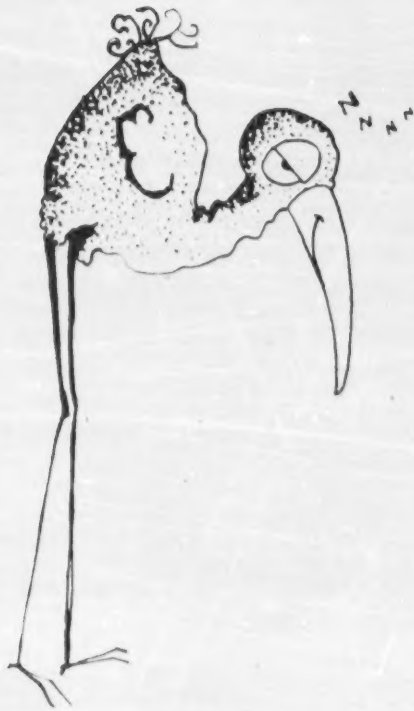
- Many noted "confidence" or "assurance" gains
- Some recommendations for changes in content or types of skillshop
- Many would recommend this to others or to colleagues

Evaluation from Coordinators revealed that this group perceived the experiences worthwhile also. Common notations were:

- Increase in communication
- Easier orientation
- Skills seemed more acute
- More "esprit de corps"

Experience with skillshops has shown us that it is a productive and apparently viable way to get a student teaching semester underway. The group spirit is obvious and inspiring to faculty as well as students. Perhaps this is a signal to us. Maybe we should do more of this type of work - which can be thought of as a modified team teaching approach in teacher preparation. The logical extension would be to build in other modules on an arranged schedule to complement the professional semester. Perhaps someone will try that.

PART III
THINGS
TO
WORK ON
IF A
CHALLENGE
IS NEEDED



REACTIONS TO SIMULATION EXPERIENCE FOR STUDENT TEACHERS

Edward Holmes

During a recent semester at Towson State College, a group of elementary education student teachers participated in a pre-student teaching simulation experience. That simulation experience is the forerunner of the Skillshop program presently used at the outset of each student teaching semester by the Office of Laboratory Experiences at the College.

An experiment was designed to determine if simulation experience placed student teachers further ahead in attitudes about teaching before going student teaching. As it turned out, attitude changes were not significantly different statistically for student teachers before or after student teaching. However, the effects of the simulation experience were obviously valuable for the participants. This was evidenced in their feedback (see below) and in their grasp of teaching problems during the remainder of the semester. Their perspective about teaching roles seemed to be considerably expanded by this brief workshop on teaching situations. An associated benefit, not to be overlooked by Center Coordinators, was the *esprit d' corps* that developed among the participants in the simulation experience. This followed them in their work in various locations.

In general, simulation can be defined "as the creation of life-like games designed to help participants perform more effectively in

their present or future work".¹ Specifically, Cruickshank, Broadbent and Bubb's Teaching Problems Laboratory² was used for the simulation experience. The Teaching Problems Laboratory is a set of mediated materials for persons preparing to teach that enables participants to explore the realities of teaching without being in an actual classroom. The nine-day program exposes participants to thirty-one "Critical Teaching Problems" that a teacher may confront in the school setting. In as much as possible, the Laboratory was employed to create a life-like experience for the student teachers.

Another objective for the experience was to see if prospective student teachers could better organize and process their earlier course work for teaching. Consequently, a reactionnaire, among other evaluative instruments, was administered at the conclusion of the simulation experience to determine student teachers' feelings about participating in the Laboratory. All student teachers enjoyed the simulation experience; eighty per cent felt that the experiences were realistic and ninety-six per cent felt that they were involved and that the discussions were valuable. Ninety-eight per cent felt that this would help with identifying classroom problems had helped them develop some ways of coping with classroom problems.

Below are included the open ended questions posed to participants and a summary of their reactions. These will be of interest to persons undertaking simulation experiences.

These findings, from the reactionnaire, support the views of others in teacher education. Rowell, for one, states that:

Simulation is an extremely valuable teaching strategy.

¹Donald R. Cruickshank, Frank Broadbent and Roy L. Bubb, Teaching Problems Laboratory: Simulation Director's Guide (Chicago: Science Research Associates, 1967)

²Ibid

The reality with which teaching problems are presented and student motivation to study these problems are intense when this strategy is used. Greater use of simulation in teacher education programs is long overdue.⁴

Simulation continues to remain one of the experiences that the student teachers undergo prior to their actual placement in the Teacher Education Centers at Towson State College. Simulation, in modified form, and other experiences of a similar nature utilized in the Skill-shops provide a means of experiential, facilitative learning that can be developed in the time and space of a teacher preparatory program. The experiential activity of simulation and related experiences may facilitate a perspective about teaching; order and structure parts of the real world, and develop an awareness about the teacher's role and function in the classroom for the student teacher.

NOTE: Summaries of the responses to open ended questions follow:

Starred items indicate 10 or more students made a similar response.

I. "Write a statement about how you feel concerning the simulation experience."

A. Positive

- *1. Was enjoyable, comfortable, and beneficial.
- *2. Facilitated varied ideas, alternatives, and solutions.
- *3. Prepared students for the student teaching experience.
- *4. Trainers were relaxed, organized, and helpful.
- 5. Examined valid teaching problems.
- 6. Helped students to develop skill in brainstorming.
- 7. Provided enjoyable comradeship with fellow students.

⁴Glennon Rowell, "The Model in Use (Simulation)", Theory Into Practice, VII (December, 1968), p. 196.

8. Provided beneficial role playing.
9. Provided opportunities to test personal opinions in a non-threatening environment.
10. Provided opportunities to evaluate personal teaching philosophies.
11. Helped students build self-confidence before going student teaching.
12. Alerted students to some pitfalls and mistakes in teaching.
13. Provided insight into the teaching profession.
14. Provided an outlet for expression of personal feelings about teaching.
15. Permitted idealism in beginning teachers.
16. Provided valid film incidents.
17. Provided organized materials that were flexible and adaptable.
18. Provided a link between theory (education classes) and practice.

B. Negative

1. Problems didn't always seem critical and/or realistic.
2. Format became repetitive and tiresome.
3. Seemed to be an excessive amount of discussing.
4. Solutions to problems too often relied upon information located in the cumulative folders.

II. "Write a statement on how you think the simulation experience might be improved."

A. Suggestions

- *1. Combine simulation experience with college course work.
Simulation experience is needed in the curriculum.
- *2. Shorten the time spent per problem.

3. Extend training period to 3 or 4 weeks. Simulation experience was too concentrated. Thinking time is needed.
4. Problems need updating.
5. Eliminate less interesting problems.
6. Combine suburban and urban simulation materials.
7. Vary the questions in the Participant Response Book.
8. Schedule guest lecturers to participate in the simulation experience.
9. Encourage students to submit problems of interest.
10. Increase the number of film presentations.
11. Increase the amount of role playing.
12. Increase the number of "Critical Teaching Problems".
13. Increase the examples of student work for use in parent conference role playing.
14. Include some positive teaching concerns.
15. Improve Pat Taylor's written responses in the films. The responses seemed naive.

Bibliography

- Cruickshank, Donald R. and Frank W. Broadbent. The Simulation and Analysis of Problems of Beginning Teachers. Washington: Bureau of Research, Office of Education (DHEW), 1968. ERIC, ED 024 637.
- Cruickshank, Donald R, Frank W. Broadbent, and Roy L. Bubb. Teaching Problems Laboratory: Simulation Director's Guide. Chicago: Science Research Associates, Inc., 1967.
- Rowell, Glennon. "The Model in Use (Simulation)." Theory Into Practice, VII (December, 1968), 194 - 196.

TOWARD MENTALLY HEALTHY GROUPS

Howard L. Millman

While it may be true that some people inherit personality traits that allow them almost intuitively to be successful leaders, research in group development and leadership training has shown that people who have not inherited these qualities can learn to be successful leaders. Furthermore, a person who consciously develops his or her leadership abilities can lead groups with more success than those who operate on intuition.

The task of developing a healthy group would be nearly impossible if the responsibility rested with one person. However, the task becomes possible when group development is viewed as a process in which leadership progressively moves from one person to several leaders then finally to leadership which is overtly or subtly shared by the total group. For a group to achieve optimal success, each member of the group should be able to say at the end, "My basic needs of inclusion, control and humanism were totally met." While such a statement from each member of a group probably has never been made or ever will be made, it is important to keep the "ideal" in mind in order to facilitate the healthy development of a group.

Let's take a look now at the characteristics of any groups' three major needs: inclusion, control and humanism.

Inclusion is present when each member of the group feels that he or she is an important member of the group. Each person feels that he has a contribution to make that is so unique, the group would not function as well without him and that he is accepted enough by the group to take the risk of contributing. The leader can facilitate the meeting of inclusion needs relatively easily at the beginning by activities such as helping group members to learn each others names and while learning

names, to share biographical data. The more a group develops the more complex it becomes to fulfill its inclusion needs. As the group begins to share leadership responsibilities, people become more and more responsible for helping fellow members fulfill inclusion needs.

Control means each member of the group feels that he or she has a prominent role in defining the direction of the group. In the initial stage the designated leader usually exerts a disproportionate amount of control. Members who are not used to exerting control need to feel a strong degree of inclusion before they are able to risk doing so. However, as the group develops and control shifts, members often feel varying degrees of anxiety over the leader's relinquishment of control.

One's unique humanism (that is the total self which includes intellect, feelings and life experience) becomes essential to the accomplishment of group goals also. The more the needs of inclusion and control are met, the more individuals have taken the risk of revealing their feelings or caring about the feelings of others. In its initial stages, group members usually have few feelings about each other and are predominantly concerned about accomplishment of their task. However, as they begin to see the advantages of assuring the fulfillment of inclusion and control needs, they also have an investment in each others feelings.

While I have discussed inclusion, control and humanism as separate entities, it is important to note that all three needs are operating at the same time and are interdependent. In healthy groups, members will shift roles depending on the group's needs and their expertise. When a group truly shares control and responsibility for fulfilling the needs of inclusion and humanism, it in effect becomes leaderless or leaderfull. Choices are now made in the way all members choose to participate. That is, each feels, "What are the group needs?" and, "How can I help them be fulfilled?".

I have some reactions to facilitate a mentally healthy group that might be of help to you.

Oh, how strong the conditioning that we have been reared in can be! What amazes me is that when conditioning is so strong and so consistent anyone could ever consider another concept about how groups work. I have discovered that a lot of reconditioning and unlearning has to happen for groups to function in a healthy manner. All kinds of things perpetuate groups to work as they have been conditioned, even the physical setup of the room can work towards conditioned responses. For example: when I stand in front of a class facing all the students, the conditioning seems so strong for me as well as the rest of the class that it is almost impossible to overcome. If groups operate best when leadership is shared, it is essential that the lines of communication go from each member of the group to every other member of the group. The next time you are in a group, whether or not it be a class, watch the eye contact and watch who talks to whom when the teacher or other designated leader is standing in front of the class. Because of the physical setup of one person facing a lot of other people and because of the conditioning that such a physical setup brings out in us, it is almost impossible for the lines of communication to go anywhere but from teacher to student or student to teacher. In very few instances there may be some student to student interaction, but it is always secondary. One of the important things I have learned is that the physical setup of a room not only affects the kind of learning that takes place, but that it also is such a strong conscious or unconscious reminder of past group experience that fears of participating in a new kind of group become rampant!

We need to recondition ourselves and to unlearn old behaviors.

One of the most difficult things for me to admit about my participation in a mentally healthy group is why I became a teacher at all. Ask yourself this question, "If I were a teacher or some other type of group leader, what

would I like my students or group members to say about me?". Answering this question has been quite revealing to me. I wanted students to say things like, "Boy, he is great!", or "Did I learn a lot from him.", or "He knows so much.", or "He really made me see things in a different way.". You may say, "Well, what is wrong with those answers?". I'll tell you what is wrong with them. If you go back and look at them, they're all student to teacher directed. They all feed a teachers thirst for gratification. The classes in which I can look back on as the most successful classes are those where students had little to say about how great I was.

No matter how idealistic you are, I think that our past conditioning about the importance of a teacher will make it difficult for you to accept easily the lack of recognition good teachers usually get and crave. As a teacher or group leader, however, your ways of gratifying your ego will need to be reconditioned. It is possible, and believe me, it is more gratifying.

The two comments I most often hear from people who consider this type of group involvement are, "It takes so long," and "It makes some students so uncomfortable." Yes, but does that mean that you should not try it! I can think of few experiences with long term benefits that have not involved discomfort and frustration and whatever labels people use to reject this concept of group involvement.

In developing healthy groups there is an exciting level of creative tension operating at all times. As a teacher, possibly the most exciting reason for me to work at developing healthy groups is that since each group is based on the unique creativeness of its members I cannot wait for the next group to begin. And finally as I look at how I experience life, I see a myriad of groups in which I participate and know that whatever I can do to facilitate the meeting of this groups' needs for inclusion, control and humanism will enhance my life experience as well as that of each member.

VIDEO TAPE RECORDINGS

James Binko

No single innovation in education has greater potential for providing immediate feedback on the instructional process than video tape. Since its introduction in the 1960s, the video tape recorder has experienced exponential growth in volume of use and is now, a decade later, beginning to find wide-spread application in teacher education programs.

In its simplest application, the video tape recorder (VTR) permits the user to record an instructional episode and instantly replay what was recorded or store it for later retrieval. The VTR operates with the ease of the more familiar audio-tape recorder and though considerably more expensive, it brings an additional sensory experience -- visual feedback. Here is an opportunity to reproduce the sight as well as the sounds of the original episode: an advantage to the evaluation of the teaching process.

In commercial television, the VTR has revolutionized viewer participation in major sporting, news and dramatic events: we can replay the touch-down pass, the assassination attempt, or the second act of Hamlet. The episode can be replayed instantly, or retrieved years later from the television director's library. The material is durable and complete; it can be replayed endlessly and lose nothing of its original or accuracy in reproducing the episode. As a teaching-learning device, the VTR has unlimited potential for use in a teacher education center.

In the day-to-day activities of a center, there are many teaching episodes the center coordinator would probably like to capture on video tape for instant replay, or for storage and later viewing. I remember, not too long ago, as a center coordinator I arranged for a large-group demonstration lesson by one of the supervising teachers. As my student teachers observed the lesson performed before a group of 120 seventh graders, some really exciting techniques were employed by the demonstrating teacher. She used several maps and globes as visual props for her lesson on latitude and longitude. One technique was especially impressive. The teacher placed a large playground-size ball on the stand in front of her and as she described the concept of the globe as a sphere, she sliced through the skin of the ball with a knife, using large elliptical motions as she cut. When she completed her description, she unfolded the rubber ball and displayed it flat against the wall to show the large elliptical lobes into which it was now sliced. It was easy for the seventh graders to see what happens to a three-dimensional object, such as the globe, when it is reduced to a two-dimensional surface. They could see how and why the land forms on the globe are stretched out of proportion when they are represented on a flat wall map.

I made a mental note to video tape the demonstration in a second presentation later that day; once recorded on tape, it could be viewed and analyzed by my student teachers in our next seminar together. The teacher, herself, could be invited to attend and help analyze her presentation during the viewing of the tape. The tape also could be stored for viewing by later groups of student teachers in the center or loaned to other centers for viewing there.

Consider, if you will, the possibilities for video tape in each of the following student teaching episodes:

(1) The center coordinator wants a student teacher to evaluate progress in executing a directed reading lesson; early in the semester a 20 minute video tape is recorded of the student teacher in a directed reading lesson; toward the end of the semester, a second tape is made; using the two tapes the student teacher is asked to compare and evaluate his/her performance with the coordinator.

(2) A student teacher is perplexed by his inability to manage student behavior during a lesson: students speak out of turn, seem inattentive and require constant reminders to be attentive; a video tape is made of the student teacher's next lesson with the class; coordinator and student teacher analyze the taped lesson in a conference, looking for verbal and non-verbal cues for disruptive student behavior.

(3) Student teachers are taught skills for involving pupils in classroom discussion; each student teacher is video taped in a lesson and asked to evaluate his/her own taped lesson for pupil-teacher interaction, using Flanders Interaction Analysis Scale while viewing the tape.

Note that the three illustrations cited here have several desirable features made possible by video tape recordings: (1) possibilities for instant feedback; (2) visual as well as audible reproduction of the recorded episode; (3) involvement of the student teacher in viewing and evaluating the episode; (4) use of recording(s) as protocol material; (5) storage of the recorded episode for later retrieval and (6) the ability of the student teacher to view and compare actual performance with expected competencies.

Suggestions for Using Video Tape Recordings

The following practical suggestions for using video tape recordings have been generated from experiences in centers where they have been employed. The list is parsimonious and leaves untouched many possibilities which may apply to other centers. Items in the list can be amended to fit the requirements of any center program.

1. Video tape library of model lessons. Coordinators can always use a collection of teaching models for viewing by student teachers. It is not easy or convenient to ask the same teacher to present a demonstration lesson semester after semester. Tapes of group presentations, individual conferences, reading activities, motivation, culminating lessons, and the like can be stored and used from one semester to the next. The best models may be exchanged and copied--with permission, by other centers, thus enlarging the library of recorded teaching models available in each center.

2. Before-and-after tapes to show growth. Video tape can be used to collect performance data on each student teacher to reveal the areas of growth over the period of internship. Early performance by the student teacher can be recorded and a second tape can be made later in the semester. By viewing both tapes, the student teacher may be able to select and identify areas of growth as well as competencies which are still in need of improvement. These tapes would provide reasonably objective data for inclusion in the coordinator's final decisions regarding the evaluation of the student teacher.

3. Data bank of tapes for analysis. Paper and pencil recordings of observed classroom teaching have been used in recent years to develop

banks of data pertinent to learning environment, verbal and non-verbal behavior, questioning techniques and the like. From time-to-time, these data can be retrieved, analyzed and judgments rendered regarding the efficacy of certain teaching techniques. Using the VTR, the coordinator can arrange to have random samples of student teacher behavior recorded; these samples can be stored in a video data bank for future use in analyzing the skills of student teachers. Such research would appear vital in documenting improvement in student teacher performance to be the result of the planned center program, rather than a serendipitous or idiosyncratic property of certain student teacher personalities. Any coordinator interested in validating the importance claimed for the center approach in preparing teachers may want to give serious consideration to this application of video tape.

4. Tapes to isolate problems in teaching. Every coordinator has known the frustration of trying to make clear to a student teacher certain problems in performance which appear obvious to the coordinator but somehow eludes the grasp of the student teacher. The problem may be one of specific methodology or perhaps a nuance of personality which the student teacher does not perceive as a problem. Video tape has demonstrated itself to be effective in helping the student teacher participate in the evaluation and remediation of such problems. By permitting the student teacher to view and analyze a video tape of his/her own teaching performance, an element of personal threat is eliminated and a degree of objectivity is introduced.

5. Protocol tapes for analyzing concepts in teaching. There are episodes in teaching behavior which, if recorded on video tape, would

make valuable protocol material for conceptualizing processes in the classroom. Protocols are not models, therefore, one caution is advisable in recommending video taped protocols: they should be used only under the direction of a competent supervisor. Adequate time must be allowed also to provide a statement of purpose for viewing the protocol and, after the viewing, for discussing its content. Protocols have proven valuable in generating healthy discussion of all aspects of teaching performance: methods, interaction, management, and personality.

It becomes increasingly clear to any coordinator who experiences the advantages of video tape, that the full application of this medium to teacher education has yet to be realized. Local impediments to wide-spread utilization are numerous and likely to continue in the foreseeable future. Initial cost of the equipment, lack of familiarity with the operation of the equipment, and the lingering "novelty" of the medium in education are but three of the more frequently cited obstacles. That these excuses have been proven surmountable in some selected teacher education centers should be encouragement to those coordinators elsewhere who take seriously the potential for adding video tape recordings to the arsenal of supervisory aids in their centers.